

CAMPAIGNS AND ELECTIONS

Project-based collaboration for Grades 5-11 Includes modifications for Grades 1-4

Overview

Students embark on an adventure into the exciting world of politics to explore one of the most important features of our American democracy—elections and voting.

Louisiana's Old State Capitol Museum of Political History Education Program ©2007

Campaigns and Elections *Interactive Lesson Plan and Web site*





www.GeauxVote.com

The GeauxVote for Students Campaigns and Elections curriculum is produced by
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Campaigns and Elections

Contents

	SSON PLAN	
	NTENT LITERACY SKILLS	
GR.	ADE LEVEL MODIFICATIONS	13
Do	cuments for HOME section of lesson	16
	Vocabulary Self-Awareness Chart	
	Optional Activity: Vocabulary Cards	
Do	cuments for PARTY section of lesson	19
	Political Parties Split-Page Note Taking Guide	
	Louisiana Political Parties Chart	
	Classroom Voter Registration Card	
Do	cuments for PLATFORM section of lesson	23
	Choosing a Candidate Process Guide	
	Forging a Political Platform Decision-Making Guide	25
	Classroom Public Opinion Poll	
	Notice of Candidacy for Class Office Qualifying Form	28
	Louisiana Spring 2007 Survey Summary	
Do	cuments for BUDGET section of lesson	30
	What Does Government Do For Me? SPAWN Writing	
	My State Budget	
Do	cuments for CAMPAIGN section of lesson	34
	Influencing the Public Split-Page Note Taking Guide	
	Election Speech Guidelines	36
	Speech Rubric	37
	Campaign Speeches Questioning the Author (QtA)	38
	Influencing Voters Election Propaganda Puzzle	39
Do	cuments for VOTE section of lesson	41
	Voting Rights through History Interactive Timeline	42
	Cast Your Vote	44
	Classroom Election Results	45
	Voting in Louisiana Reading Guide and Opinionnaire	46
Suj	pplemental Documents	48
_	Election Scavenger Hunt	49
	Election Scramble	50
	Cast Your Vote!	51

CAMPAIGNS AND ELECTIONS

Lesson Plan

Project-based collaboration for Grades 5-11 with modifications for Grades 1-4

OVERVIEW

In this classroom collaboration, students embark on an adventure into the exciting world of politics to explore one of the most important features of our American democracy—elections and voting. Students register to vote, investigate political parties, campaign for governor, build a platform, prepare a state budget, and vote in a simulated election to discover how active citizens make a difference in their communities, state, and nation.

This project-based lesson integrates whole-class and group collaboration.



SUBJECT SOCIAL STUDIES

GRADE 5-11 with modifications for Grades 1-4 TIME FLEXIBLE

The Campaigns and Elections project contains five topics that can be used together or separately to meet time constraints and the needs of students. Individual topics are from one to two days in length. The topics are

- Parties,
- Platforms,
- Budget,
- Campaigns (Influencing public opinion), and
- ❖ Voting (Includes an interactive Voting Rights timeline).

OBJECTIVES

Students will

- Recognize the importance of voting within a democracy,
- Examine a public opinion poll,
- Conduct a survey of voters in their classroom community and analyze results,
- Explain the importance of registering to vote and voting in elections,

- Investigate how government shapes our lives and why governments need money to operate,
- Prepare and chart a proposed budget,
- Examine a timeline of voting rights through American History,
- Identify when and how various groups of American citizens gained the right to vote,
- Investigate the use of propaganda in elections,
- Identify propaganda techniques that influence voters, and
- Write and present an election speech.

CONTENT LITERACY STRATEGIES

The Campaign and Elections program actively engages all students by using effective, varied, and research-based literacy practices aligned with Louisiana's Comprehensive Curriculum.

The lesson integrates the following Content Literacy Strategies:

- Student Questions for Purposeful Learning (SQPL)
- Process Guide
- Reciprocal Teaching
- RAFT Writing (Role, Audience, Form, Topic)
- Opinionnaire
- Vocabulary Self-Awareness Chart
- Split-Page Note Taking
- Questioning the Author (QtA)
- Vocabulary Cards
- SPAWN Writing

BENCHMARKS AND GRADE LEVEL EXPECTATIONS

Grade 1

Civics

19. Explain the process of voting using classroom issues (C-1A-E6)

Roles of the Citizen

22. Define the meaning of the term *classroom citizen* (C-1D-E1)

Grade 2 Civics

- 23. Define the meaning of the term *community citizen* (C-1D-E1)
- 26. Describe actions individuals or groups may take to improve their community (C-1DE4)
- 28. Identify a community issue and describe how good citizenship can help solve the problem (C-1D-E5)

Grade 3

Civics

Structure and Purposes of Government

- 23. Identify the necessity of state government and how it helps meet the basic needs of society (C-1A-E2)
- 24. Describe major responsibilities of state government (C-1A-E4)
- 25. Identify key government positions at the state level, their powers, and limits on their powers (C-1A-E5)
- 26. Explain how government officials at the state and national levels are elected (C-1AE6)
- 27. Define *laws* and explain the difference between *laws* and *rules* (C-1A-E7)

Foundations of the American Political Systems

28. Explain the responsibilities of individuals in making a community and state a better place to live (C-1B-E2)

Roles of the Citizens

29. Identify the qualities of people who were leaders and *good citizens* as shown by their honesty, courage, trustworthiness, and patriotism (C-1D-E3) 30. Identify a state issue and describe how good citizenship can help solve the problem (e.g., participation in an anti-litter campaign) (C-1D-E5)

Grade 4

Civics

Structure and Purposes of Government

- 22. Explain the role of government and the rights of citizens (C-1A-E3)
- 25. Distinguish between elected and appointed officials and give examples of each at the local, state, and national levels (C-1A-E6)
- 33. Identify the rights and responsibilities of citizenship in making the nation a better place to live (C-1D-E2)

History

Historical Thinking Skills

50. Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figure's life and accomplishments) (H-1A-E1)

Grade 7

Civics

Structure and Purposes of Government

10. Explain and evaluate the major purposes of government (C-1A-M1)

Foundations of the American Political System

33. Describe the role of political parties in the American political system (C-1B-M6)

Roles of the Citizen

39. Explain the importance of various rights and responsibilities of citizenship to the individual or to society at large (e.g., Bill of Rights) (C-1D-M2)

40. Explain issues involving rights and responsibilities of individuals in American society (e.g., rights of individuals with disabilities, responsibility to pay taxes) (C-1D-M3)

History

Historical Thinking Skills

44. Interpret a timeline to identify cause-and-effect relationships among events in U.S. history (H-1A-M1)

Grade 8

Civics

Structure and Purposes of Government

24. Identify current government leaders at the state, local, and national levels in the United States (C-1A-M6)

Foundations of the American Political System

36. Explain how political parties, campaigns, and elections provide opportunities for citizens to participate in government (C-1B-M6)

Roles of the Citizen

41. Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues (C-1D-M5)

History

Historical Thinking Skills

- 63. Interpret data presented in a timeline correlating Louisiana, U.S., and world history (H-1A-M1)
- 69. Propose and defend potential solutions to past and current issues in Louisiana (H-1A-M5)

High School

- Explain the two-party system and assess the role of third parties in the election process (C-1B-H5)
- Assess the significance of campaigns, campaign finance, elections, the Electoral College, and the U.S. census in the U.S. political system (C-1B-H5)
- Analyze the use and effects of propaganda (C-1B-H5)
- Identify key platform positions of the major political parties (C-1B-H5)
- Evaluate the role of the media and public opinion in American politics (C-1B-H6)
- Identify and describe services provided by government and assess their necessity and effectiveness (e.g., health care, education) (C-1A-H1)
- Cite the roles, duties, qualifications, and terms of office for key elected and appointed officials (C-1A-H4)
- Describe various forms of political participation (C-1D-H3)
- Evaluate the claim that American constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry (C-1D-H4)

- Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in U.S. history (H-1A-H1)
- Contrast past and present events or ideas in U.S. history, demonstrating awareness of differing political, social, or economic context (H-1A-H1)
- Analyze change or continuity in the United States over time based on information in stimulus material (H-1A-H1)
- Propose and defend alternative courses of action to address a historical or contemporary issue, and evaluate their positive and negative implications (H-1A-H4)

Educational Technology Standards:

- Make informed choices among technology systems, resources, and services.
- Demonstrate knowledge and skills of Internet use and other resources consistent with acceptable use policies including the legal consequences of plagiarism and the need for authenticity in student work through an understanding of copyright issues.
- Refine knowledge and enhance skills in keyboarding, word processing, desktop publishing, spreadsheets, databases, multimedia, and telecommunications in preparing and presenting classroom projects.
- Collaborate with peers, experts, and others to compile, synthesize, produce and disseminate information, models, and other creative works.
- Use appropriate technology to locate, retrieve, organize, analyze, evaluate, and communicate information for problem solving and decision-making.

MATERIALS

Hardware

- Computers, one computer for each set of student partners
- Internet connection

Software

- Microsoft Word, PowerPoint, Excel
- Adobe Reader, free download at www.adobe.com
- Shockwave Player, free download at www.adobe.com

Web sites

- GeauxVote for Students
- Campaigns and Elections
- History of American Voting: An Interactive Timeline
- Influencing the Public PowerPoint Slideshow
- Louisiana Secretary of State Web site

Reproducible Materials

- Classroom Voter Registration Form
- Notice of Candidacy for Class Office Qualifying Form
- <u>Classroom Public Opinion Poll</u>
- Spring 2007 Survey Summary
- My State Budget Activities and Chart
- Louisiana Political Parties Chart
- Classroom Election Results Chart
- Cast Your Vote Ballot
- Election Speech Guidelines and Rubric

Extras

- Election Scavenger Hunt
- <u>Election Propaganda Puzzle</u>
- <u>Cast Your Vote Election Maze</u>
- Election Word Scramble
- On Air Television Ad Guidelines

PROCEDURES

Pre-Lesson Preparation

- Divide class into groups of two to three students.
- As inspiration, create a classroom election display using campaign and election materials.
- Determine which project topics you will include in your lesson.

Lesson

- 1. Introduce the lesson on campaigns and elections. Explain that students will keep a campaigns and elections notebook or journal as they work together to investigate political parties and campaigns and how candidates get elected to office. Explain that students will become active citizens by registering to vote, identifying important community issues, running for office, and voting in a class election.
- 2. <u>Political Parties: one day.</u> Students explore the need for political parties and the political parties in Louisiana. <u>Campaigns and Elections Web site:</u>

 <u>Party</u>
 - a) Using the <u>Secretary of State's Voter Registration</u> Web site, students investigate the political parties that have registered with the Louisiana Secretary of State's Office. These recognized parties participate in Louisiana elections.
 - b) Students use the Internet to investigate the issues supported by each recognized political party.
 - c) In order to gain an understanding of the concept of citizenship, students register to vote in a classroom election.

- 3. <u>Political Platform: two days.</u> Students investigate the issues that are important to Louisiana voters, organize and conduct a classroom poll, and prepare a campaign platform. Each student group will select one group member to run for classroom governor; other group members will serve as the candidate's advisors. <u>Campaigns and Elections Web site: Platform</u>
 - a) Students use the <u>Secretary of State's Election Web site</u> to investigate how candidates for political offices qualify to run for office.
 - b) Candidates for governor file a <u>Notice of Candidacy for Class Office</u> <u>Qualifying Form</u> and work with their supporters to identify important campaign issues.
 - c) Get to Know the Voters: Students examine current public opinion polls and surveys to identify issues of importance to Louisiana voters. To gain an understanding of how their local constituents (classmates) feel about statewide issues, ask each group to prepare a classroom survey of these issues. Whole class activity: After groups complete construction of their surveys, display or distribute copies of the sample Public Opinion Poll and ask students to compare and contrast their survey with the sample. Use student suggestions to make changes to the sample opinion poll. Copy and distribute the revised classroom public opinion poll. Allow time for students to respond privately to the opinion poll. Ask students to help compile the results of the survey and create a graph which shows how classroom voters feel about contemporary issues. Distribute a copy of the results to each student group.
- 4. <u>State Budget: one day</u>. Students investigate why governments need money to operate and the need for a state budget. <u>Campaigns and Elections Web site: Budget</u>
 - a) Students explore the My Town: What Does Government Do for Me? Web site (select The Impact of Congress) to discover how government action and spending affect our daily lives.
 - b) Students prepare a budget and chart which shows how they propose to spend state money if elected as governor. Ask each candidate to present their proposed budget to the class.
 - 5. <u>Political Campaigns: one to two days</u>. Students investigate how candidates influence voters, and groups organize a political campaign to support their candidate for governor. <u>Campaigns and Elections Web site: Political Campaign</u>
 - a) Ask students to explore the <u>Influencing Public Opinion</u> slideshow to discover some of the strategies and techniques which candidates use to gain votes.
 - b) Allow time for groups to plan and organize a campaign strategy and campaign materials to support their candidate.

- c) Peer writing: Campaign advisors use the results of the classroom poll and the <u>Speech Guidelines and Rubric</u> to help their gubernatorial candidate write a one minute campaign speech.
- 6. <u>Vote: one day</u>. Students explore the importance of voting and how changes in national laws expanded national suffrage. <u>Campaigns and Elections Web site: Vote</u>
 - a) Ask students to use the <u>Interactive Voting Timeline</u> to investigate how voting rights have changed throughout U.S. history. Whole class: discuss how over 200 years of voting restrictions and changes impacted voting for African Americans, Native Americans, women, immigrants, and other minority groups.
 - b) Ask students to explore the <u>Secretary of State's Web site</u> to understand voting trends in Louisiana.
 - c) Explain that as citizens of the class and registered classroom voters, students will be eligible to vote in the upcoming classroom election. Write the names of the classroom candidates on the <u>Cast Your Vote Ballot</u> and distribute one copy to each student. Explain the importance of the secret ballot and allow time for students to vote. Collect the ballots.
 - d) Ask each group to send a representative to serve on a committee to count the ballots and tally the votes. Announce the winner of the election.
 - e) Ask students to use the <u>Classroom Election Chart</u> to create a chart which illustrates the results of the classroom election.

ASSESSMENT INSTRUMENTS

Timely completion of the following items:

- Classroom Voter Registration Form
- Notice of Candidacy for Class Office Qualifying Form
- Classroom Public Opinion Poll
- My State Budget Activities and Chart
- Louisiana Political Parties Chart
- <u>Classroom Election Results Chart</u>
- Cast Your Vote Ballot
- Election Speech Guidelines and Rubric

Extras

- Election Scavenger Hunt
- Election Propaganda Puzzle
- Cast Your Vote Election Maze
- <u>Election Word Scramble</u>
- On Air Television Ad Guidelines

MODIFICATIONS

Accommodations/Modifications Built Into the Lesson

- Flexible and cooperative grouping
- Debriefing provides systematic feedback
- Visuals and manipulatives

RESOURCES

- The Center on Congress at Indiana University, http://www.centeroncongress.org
- Louisiana Secretary of State Web site, www.sos.louisiana.gov and www.GeauxVote.com
- The Center for Civic Education, http://www.civiced.org/
- National Alliance for Civic Education, http://www.cived.net/
- Representative Democracy in America: Voices of the People, http://www.representativedemocracy.org/

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GRADE LEVEL MODIFICATIONS

GRADES 1-4	LESSON MODIFICATIONS
Grade 1 Civics 19. Explain the process of voting using classroom issues (C-1A-E6) Roles of the Citizen 22. Define the meaning of the term classroom citizen (C-1D-E1)	HOME: introduces students to the idea of classroom citizenship. Vocabulary: citizen, vote, rules PARTY: Tell students that voting is an important right and responsibility of citizenship. Allow classroom citizens to register to vote. PLATFORM: Rule for A Day Activity. Discuss the need for classroom rules. Ask students to imagine there are no classroom rules. Allow students to propose possible rules for the classroom. CAMPAIGN: Allow students to discuss the pros and cons of each proposed rule. VOTE: Explain that voting is an important way that citizens make a difference. Explain that as classroom citizens, students will vote to select one new rule that the class will follow for the rest of the day. Allow students to vote for one new rule.
Grade 2 Civics 23. Define the meaning of the term community citizen (C-1D-E1) 26. Describe actions individuals or groups may take to improve their community (C-1DE4) 28. Identify a community issue and describe how good citizenship can help solve the problem (C-1D-E5)	HOME: introduces students to the idea of classroom and community citizenship. PARTY: Tell students that voting is an important right and responsibility of citizenship. Voting on laws and for candidates is one way that citizens make a difference in their community. Allow classroom citizens to register to vote. PLATFORM: Ask students to identify community issues or problems they would like to help solve (repairing a road, new stop sign, feeding the needy, etc). Describe how good citizenship can help solve the problem (contacting legislators or appropriate local official, volunteering, contacting media, running for an elected office, voting in elections, etc). CAMPAIGN: Explain that the class will select one community issue to help solve. Allow students to discuss the proposed issues/problems and the importance of each. VOTE: Explain that voting is an important way that citizens make a difference. Explain that as classroom citizens, students will vote to select one issue to help solve. Allow students to vote for one issue. Help students decide the appropriate course of action to produce the desired change.
Grade 3 Civics Structure and Purposes of Government	Responsibility of state government: As a class, explore the What Does Government Do for Me? Virtual city. See the BUDGET section of the interactive Web site for the link.

Campaigns and Elections

24. Describe major
responsibilities of
state government (C-
1A-E4)

25. Identify key government positions at the state level, their powers, and limits on their powers (C-1A-E5)

26. Explain how government officials at the state and national levels are elected (C-1AE6)

Foundations of the American Political Systems

28. Explain the responsibilities of individuals in making a community and state a better place to live (C-1B-E2)

Roles of the Citizens

29. Identify the qualities of people who were leaders and *good citizens* as shown by their honesty, courage, trustworthiness, and patriotism (C-1D-E3) 30. Identify a state issue and describe how good citizenship can help solve the problem (e.g., participation in an anti-litter campaign) (C-1D-E5)

Key Government Positions:

The lesson introduces the offices of governor and secretary of state. The governor is the chief executive officer and leader of the state. The secretary of state is the chief elections officer and oversees voter registration. Both are elected offices.

Officials at the state and national levels campaign for office and are elected by citizens who are registered to vote. Relevant portions of the lesson and interactive Web site: PARTY, PLATFORM, CAMPAIGN, VOTE.

HOME: Introduces students to the idea of classroom, community, and state citizenship.

PARTY: Tell students that voting is an important right and responsibility of citizenship. Voting on laws and for candidates is one way that citizens make a difference in their community and state. Allow classroom citizens to register to vote.

PLATFORM: See the Spring 2007 Survey for issues that are important to Louisiana citizens. Describe how good citizenship can help solve the problem (contacting legislators or appropriate local official, volunteering, contacting media, running for an elected office, voting in elections, etc).

Allow students to announce their candidacy for governor, campaign for office, and vote for a classroom governor.

Grade 4 Civics Structure and Purposes of Government

22. Explain the role of government and the rights of citizens (C-1A-E3) 25. Distinguish between elected and appointed officials and give examples of each

Responsibility of state government:

As a class, explore the What Does Government Do for Me? Virtual city. See the BUDGET section of the interactive Web site for the link.

Kev Government Positions:

The lesson introduces the offices of governor and secretary of state. The governor is the chief executive officer and leader of the state. The secretary of state is the chief elections officer and oversees voter registration. Both are elected offices.

Campaigns and Elections

at the local, state, and national levels (C-1A-E6)

Officials at the state and national levels campaign for office and are elected by citizens who are registered to vote. Relevant portions of the lesson and interactive Web site: PARTY, PLATFORM, CAMPAIGN, VOTE.

33. Identify the rights and responsibilities of citizenship in making the nation a better place to live (C-1D-E2)

HOME: Introduces students to the idea of classroom, community, and state citizenship.

PARTY: Tell students that voting is an important right and responsibility of citizenship. Voting on laws and for candidates is one way that citizens make a difference in their community and state. Allow classroom citizens to register to vote.

PLATFORM: See the Spring 2007 Survey for issues that are important to Louisiana citizens. Describe how good citizenship can help solve the problem (contacting legislators or appropriate local official, volunteering, contacting media, running for an elected office, voting in elections, etc).

Allow students to announce their candidacy for governor, campaign for office, and vote for a classroom governor.

History Historical Thinking Skills

50. Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figure's life and accomplishments) (H-1A-E1)

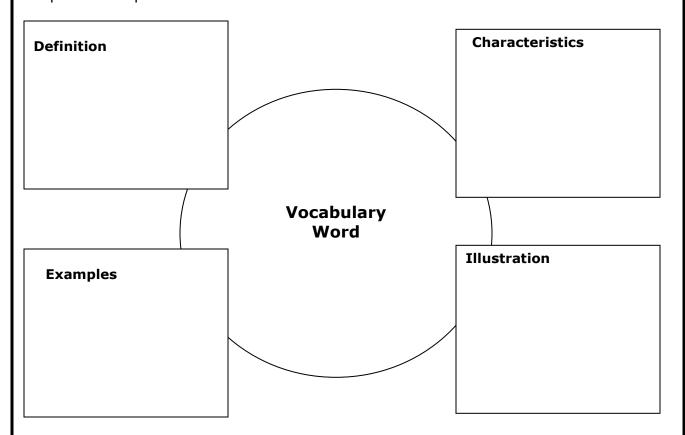
Voting Rights Timeline (See VOTE section of interactive Web site) As a class, view and discuss relevant portions of the Interactive Voting Timeline. The timeline explains which groups had the right to vote during specific periods of American History. The timeline also contains a section of Louisiana voting rights.

Documents for HOME section of lesson
Documents:
Vocabulary Self-Awareness Chart



Activity 1: Vocabulary Cards

Use this template to prepare vocabulary cards. When you complete the cards, find a partner to quiz.



Vocabulary Self-Awareness Chart

How many of these "campaigns and elections" words do you know?

Directions

- 1. Begin by placing a
 - "+" after each word you understand well, a
 - " $\sqrt{"}$ after each word you think you understand, or a
 - "—" after each word you do not know.
- 2. As you complete the Campaigns and Elections activities, look for the meaning of these words. Your goal is to replace all the check marks $(\sqrt{})$ and minus signs (-) with a plus sign (+).

Campaigns and Elections

Vocabulary Self-Awareness Chart Name _____ Date _____

Word/ Phrase	+	√	ı	Example	Definition
ballot					
budget					
campaign					
citizen					
constitution					
election					
governor					
media					
party					
platform					
poll					
propaganda					
resident					
secretary of state					
vote					

Documents for PARTY section of lesson

Documents:

- Split-Page Note Taking: Political Party Note-Taking Guide
- Charting Information: Louisiana Political Parties Chart
- Student Questions for Purposeful Learning (SQPL):
 Louisiana Political Parties SQPL
- Voter Registration Card

Political Parties Split-Page Note Taking Guide Date _____ Name ______ Split-Page Note Taking helps you organize important information you gain from listening to class discussions and/or reading text selections. **Directions** As you read the introduction to Political Parties, take split-page notes about the background of U.S. political parties. **Meaning of** "party" The first U.S. political parties Do we need political parties?

	Louisiana	Political Par	ties Chart
·		Date	
rections e the official Web site of each party to complete the following chart. You can find a li ch party on the <u>Party</u> page of the <u>Campaigns and Elections Web site</u> .			
Party	Symbol	Slogan	Issues/Platform

Campaigns and Elections

run Nume	
Current Add	ess:
Date of Birth	:
Date Registe	red:
By signing the America and before the nage on or be	LTY OF LAW: is card, I certify that I am a citizen of the United States of that I shall have been a resident of Louisiana for 30 days ext election at which I vote; that I shall be at least 10 years of fore the date of the next election at which I will vote, and that in I have supplied is true to the best of my knowledge.
	, ,
Signed	registration to the Classroom Registrar of Voters or to your

CLASSROOM VOTER REGISTRATION CARD
Full Name:
Current Address:
Date of Birth:
Date Registered:
UNDER PENALTY OF LAW: By signing this card, I certify that I am a citizen of the United States of America and that I shall have been a resident of Louisiana for 30 days before the next election at which I vote; that I shall be at least 10 years of age on or before the date of the next election at which I will vote, and that all information I have supplied is true to the best of my knowledge.
Signed
Return your registration to the Classroom Registrar of Voters or to your teacher.

Documents for PLATFORM section of lesson

Documents:

- Process Guide: Selecting a Group Candidate
- Notice of Candidacy for Classroom Office Qualifying Form
- ◆ Conducting and Evaluating Opinion Polls: Public Opinion Poll
- Analyzing Charts: Spring 2007 Survey Summary
- Decision-Making Guide: Forging a Political Platform

Choosing a Candidate Process Guide Name Date **Your Goal: Select a Candidate for Governor Directions** Are you ready to select a candidate to represent your group? Use our guide to decide what to look for in a candidate. 1. Brainstorm with your group to identify the characteristics your candidate should have. Consider: What does the governor of What skills are needed to Louisiana do? perform the task?

- 2. Take turns letting each group member explain why he or she would make a good candidate for governor.
- 3. Discuss the requirements and select a candidate by reaching a consensus (everyone must agree) within your group.

Forging a Political Platform Decision-Making Guide

Name	ne Date		
1. Use the Spring 2007 Survey Summary and the results of your classroom opinion poll to complete this chart.			
Issues Important to Louisiana Citizens	Issues Important to Your Classroom Citizens		
2. Discuss these issues and help nake up her/his platform.	your candidate select the issues that will		
3. For each issue, write one sent ssue.	ence that explains your stand on that		

	Classroo	om Public	Opinion Poll	
	How long have you lived	in Louisia	na?	years
	What do you think are the state?	ne three m	ost important pro	oblems facing
	"1" to show the most importa lem, and "3" for the third mo			l most importa
	Education			
	Health care			
	Taxes Crime			
	Roads and Highways			
	Jobs in Louisiana			
	Environment and coastal environment and coastal environment and coastal environment.		Katrina and Rita	
eas	would you grade our states use a letter A, B, C, D, or F How would you grade Lou How would you grade you How would you grade Lou How would you grade you How would you grade you How would you grade Lou How would you grade Lou Active citizens need to b	for each it isiana as a r local neiglisiana's pubrischool? isiana's envisiana's roa	em. place to live? hborhood as a place plic schools? rironment (clean wa ds and highways?	e to live? ater and air)?
		Often	Sometimes	Never
	Read a newspaper			
'	Watch local news on TV			
	Watch national news on TV			
	Listen to news on the radio			
	Read news on the Internet			

 In some years, Louisiana's government has a budget surplus, or extra funds, to spend. 	
If there is a surplus this year, how do you think government should spend the extra funds?	
Use "1" to show the most important item, "2" for the second most important item, and "3" for the third most important time.	

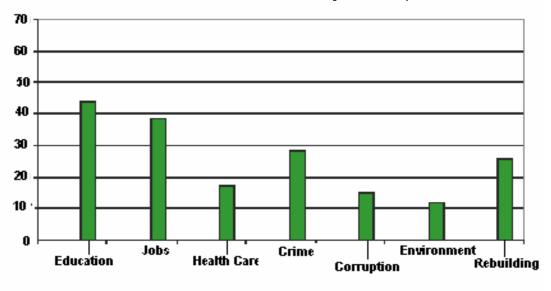
Notice of Candidacy for Class Office Qualifying Form

	Name
I,	Name
	School School Address
He	reby certify that:
1.	I will be a candidate in the Primary Election to be held on (date)
	, for election to the office of
	.
2.	I am registered to vote in class in
	Parish.
3.	My political party is
	(Write "none" if you do not belong to a political party.)
	Signature of candidate: X
	Witness

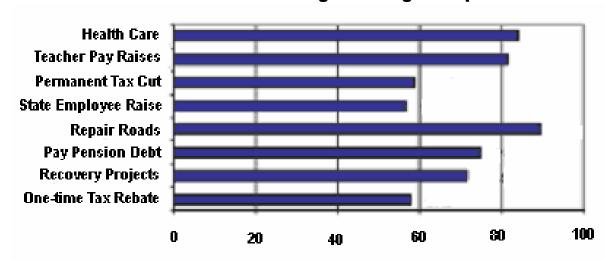
Louisiana Spring 2007 Survey Summary

The Spring 2007 Survey¹, conducted by the Public Policy Research Lab at Louisiana State University, identified the issues that Louisiana voters felt were most important. The following information is a summary of the survey results.





Louisiana Voters: Using the Budget Surplus



¹ This survey was conducted by the Reilly Center's Public Policy Research Lab, part of the Louisiana State University Manship School of Mass Communication. For more information on the Public Policy Research Lab and the Spring 2007 Survey, please visit the Public Policy Research Lab at www.survey.lsu.edu.

Documents for BUDGET section of lesson Documents: SPAWN Writing: What Does Government Do For Me? Displaying Data in Chart Format: Budget Worksheet

what does Government do For Me? SPAWN Writing			
Name Date			
Did You Know?			
One of the responsibilities of the governor is to submit a budget to the Legislature. A budget is a plan of how to spend state money wisely.			
Think About It			
1. Problem Solving: Why do you think our state government needs a budget?			
(What expenses does our government have?)			
2. Explore the What Does Government Do for Me Web site to find out how government spends money (select the "Impact of Congress" module).			
List at least five ways your life is made better through government spending.			
*			
*			
*			
*			
3. W hat might happen if government ran out of money and could not provide these services to the public?			
4. S pecial Powers: You have the power to change government spending in one area of your life. Describe what you would change, why you would change it, and the consequences of the change.			

My State Budget		
Name	Date	
responsibilities of the governor	pend state money wisely. One of the is to submit a budget to the Legislatur Did you know?	
In 2007, Louisiana's prop	posed state budget totaled \$29.6 billion	
If you were governor,	how would you spend state money?	
. Of the items listed below, s important to you.	elect five (5) budget items that are	
🕏 Education	Crime	
🕏 Roads and Bridges	Rebuilding New Orleans	
🕏 Environment	Teacher raises	
쓢 Health care	Bring new/more jobs to the state	
Roads and Bridges Environment Health care As governor, what percent (9)	Rebuilding New Orleans Teacher raises Bring new/more jobs to the sta	
on each item? Use the chart	below to organize your budget. % of State Money to Spend	
1.	%	
1. 2.	%	
2.	%	

Your Budget Total: _____ %

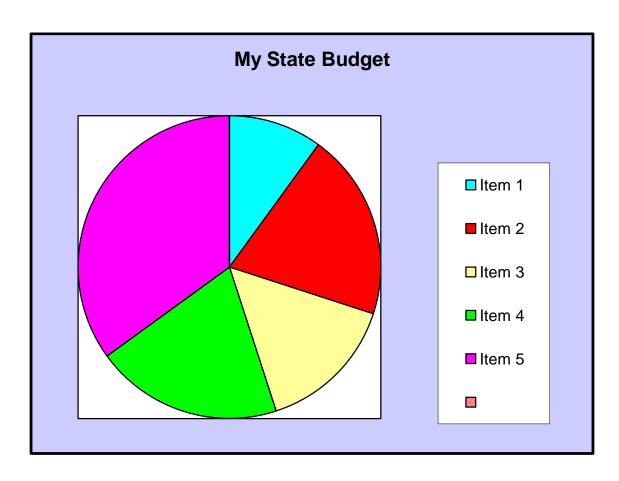
Your numbers should total 100%

Prepare a pie chart that shows how you would spend government money.

- To begin, double-click on the pie chart below.
- When the chart opens, find the two tabs, named "Chart" and "Sheet," at the bottom of the chart.
- Click on the "Sheet" tab to open the Budget Items spreadsheet.
- Type your budget item choices to replace Item 1 through Item 5.
- Type the percent you would spend for each budget item. Make certain your percentages total 100.
- Click on the "Chart" tab to view a pie chart that shows how you would spend government money.
- Click on "Sheet" to make changes.

When you are ready to save or print your chart, close the chart and worksheet by clicking on any white part of this page. Print or save your budget chart.





Documents for CAMPAIGN section of lesson

Documents:

- Split-Page Note Taking Guide: Influencing the Public Note Taking Guide
- RAFT Writing: Speech Guidelines and Rubric
- Questioning the Author: Campaign Speech Guide
- ▶ Influencing Voters Puzzle: Election Propaganda Puzzle

Influencing the Public Split-Page Note Taking Guide Date ____ Name _____ Split-Page Note Taking helps you organize important information you gain from listening to class discussions and/or reading text selections. **Directions** As you view the Influencing the Public PowerPoint slideshow, take split-page notes about the different strategies candidates use to influence public opinion and win votes. Strategy **Important Points**

Election Speech Guidelines Writing Prompt If I were governor...

Name	Date
Part I. Plan your speech.	
What are the main points you wa	ant to make in your speech?
1.	
2.	
Who is your audience? Who do y	ou want to convince?

Part 2. Write and Practice Your Speech

- Find research to back up your position.
- Read the Speech Rubric (page 2) for help organizing and writing your speech.
- Make a chart or visual aid to go with your speech.
- Read your speech to a friend and revise it.
- Practice you speech orally. Underline words you want to emphasize.
- Look your audience in the eye! Be confident!

Speech Rubric Guidelines for Speech Writing

Name	Date	

Strong Speech

- Uses at least four specific details to support opinions
- Well organized
- Effectively addresses the audience
- Uses persuasive language effectively
- Has no spelling or grammar errors
- Meets the time requirements

Average Speech

- Uses at least three specific details to support opinion
- Well organized
- Addresses the audience
- Uses persuasive language
- Has little or no spelling or grammar errors
- Meets the time requirements

Weak Speech, Needs Improvement

- Uses one or two specific details to support opinion
- Poorly organized
- Attempts to address the audience
- Seldom use of persuasive language
- Has many spelling or grammar errors
- Does not meet the time requirements

Comments and Suggestions

Campaign Speeches Questioning the Author (QtA)

Name	Date	

One of the most exciting parts of any election is listening to candidates make their campaign speeches.

Use our Campaign Speeches Guide to identify the messages presented by each candidate.

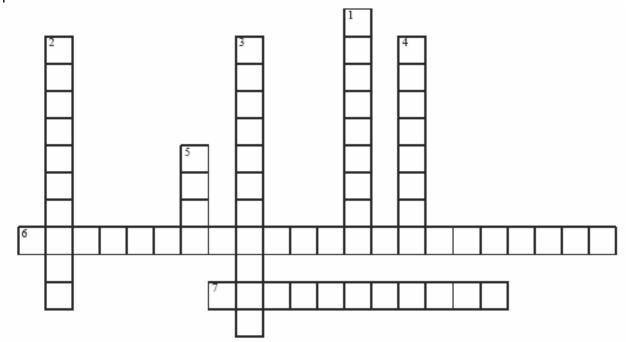
Goal	Questions to think about
Initiate discussion	What is the candidate's message? (What is the candidate trying to say?)
Focus on the candidate's message	What does the candidate's message mean?
Link information	How do all of the candidate's statements link together?
Identify difficulties with the way the candidate presented the information	Does the message make sense? Do the statements make sense? What do you need to find out?
Think about it	Did the candidate tell you everything you need to know to make a decision?

Influencing Voters Election Propaganda Puzzle

Ν	lame	Date	2

Directions

Use what you learned about election propaganda techniques to complete this puzzle. Read the clues and write the correct term in the blanks.

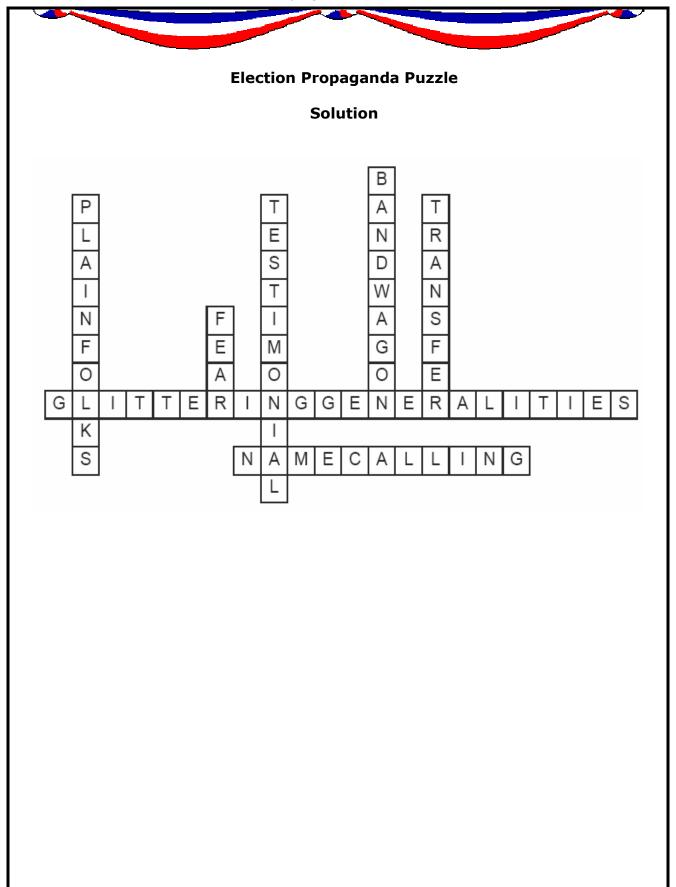


ACROSS

- rights of vegetarians by voting for the Anti-Angus Party!
- 7. My opponent is a coward and afraid to cut taxes.

DOWN

- **1.** Everyone in town supports Linda Butler for Mayor!
- **2.** George Mason, candidate for governor, grew up in a log cabin.
- **3.** Steve Slugger, Baseball Hall of Famer, supports Mike Henderson for Senator.
- **4.** Roger Ranger defended our country as a soldier and asks for your vote in November.
- **5.** A vote for the Spend More Party is a vote for higher taxes.



Documents for VOTE section of lesson

Documents:

- Reciprocal Teaching: Voting Rights through History
- Cast Your Ballot
- Analyzing Charts: Classroom Election Results Chart
- Opinionnaire and Reading Guide: Voting in Louisiana

Voting Rights through History Interactive Timeline Reciprocal Teaching

Name	Date	
This Reciprocal Teaching activit	y highlights four comprehension processes: summarizing, o	questioning,

clarifying, and predicting.

Directions

The interactive Voting Rights Timeline takes you backward through time to find out who voted in our country during specific periods of U.S. history.

- 1. **Predicting.** Before viewing the timeline, predict who had the right to vote during each period.
 - a. 18th Century (1700s)
 - b. Early 19th Century (1800-1850)
 - c. Late 19th Century (1850-1900)
 - d. Early 20th Century (1900-1950)
 - e. Late 20th Century (1950-2000)
 - f. Early 21st Century (2000-present)
- **2. Group Roles:** Select one group member to be the **Questioner**, one person to be the Clarifier, one person to be the Summarizer, and one person to be the **Evaluator** to evaluate the **predictions**.

As your group views each section of the timeline,

- the **Questioner** will ask questions aloud to focus attention on important information and ideas about who voted during the time period under consideration;
- the **Clarifier** will use information from the text to clarify confusing points and/or answer points mentioned by the **Questioner**;
- the **Summarizer** will identify, in one or two sentences, who voted during each period and important events that determined who voted; and
- the **Evaluator** will explain whether the initial prediction of who voted during the period was accurate.
- **3. Discussion Guide.** To show that you understand the process of predicting, questioning, clarifying, and summarizing, choose one period from the timeline and complete the Discussion Guide for Reciprocal Teaching.

Campaigns and Elections

Discussion Guide fo	or Reciproca	l Teaching	
Time:			
Prediction:			
Questions:			
Clarifications:			
Summary Statement:			
Was the prediction confirmed?	YES	NO	
Details:			

Cast Your Vote
Official Ballot
For the Office of
Election Date
Poll Location
To vote, place an X in the box located beside the candidate's name.
Cast your vote by placing your ballot in the ballot box.

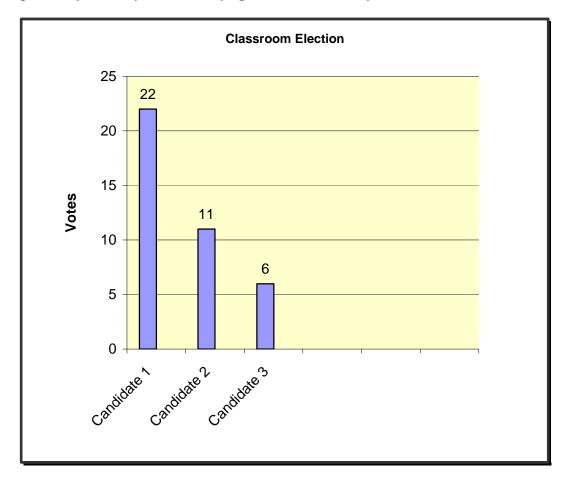
Classroom Election Results

Your Name Da	e
--------------	---

Prepare a chart that shows the results of your classroom election.

- To begin, double-click on the chart below.
- When the chart opens, find the two tabs, named "Chart" and "Sheet," at the bottom of the chart.
- Click on the "Sheet" tab to open the Budget Items spreadsheet.
- Type the names of the candidates to replace Candidate 1 through 3.
- Type the number of votes each candidate won.
- Click on the "Chart" tab to view a chart that shows the results of your classroom election.
- Click on "Sheet" to make changes.

When you are ready to save or print your chart, close the chart and worksheet by clicking on any white part of this page. Print or save your chart.



	Date	
siana		
state is Louisiana's o	chief election officer.	
9		<u>' of</u>
ana's current secretai	ry of state?	
three ways Louisiana	citizens can vote?	
ople who live near you	ur home or school cast their vote?	
iisiana residents regis	ster to vote?	
es it cost to register	to vote?	
ou register to be elig	ible to vote in a specific election?	
	f state is Louisiana's of state is Louisiana's of state is Louisiana's of stions and Voter Registre to find the answer ana's current secretal three ways Louisiana ople who live near you uisiana residents registers it cost to register	

Opinionnaire: Voting and Citizenship

Directions

After each statement, write **SA** (strongly agree), **A** (agree), **D** (disagree), or **SD** (strongly disagree). Then in the space provided, briefly explain the reasons for your opinions.

160	asons for your opinions.
1.	Voting is the most important right of an American citizen.
	Your reasons:
2.	There are so many American voters that it does not matter if I vote on Election Day Your reasons:
3.	Among all the countries where citizens vote in national elections, the United States has the highest percentage of voter turnout. Your reasons:
4.	Citizens have the responsibility to take part in the civic life of their community. Your reasons:
5.	One citizen acting alone can influence the government Your reasons:

Supplemental Documents Documents: Election Scavenger/Treasure Hunt **Election Scramble Election Maze**



Liection Scavenger Hunt		
	Name Date	
	Directions Use newspapers and other printed sources, the Internet, radio, television ads, and news shows to locate the following election-related information.	
A news article about a	Republican candidate's campaign	
A news article about a	Democratic candidate's campaign	
A photograph of a Repu	ublican candidate	
A photograph of Democratic candidate		
An editorial cartoon tha	at relates to one of the candidates	
A slogan used by a Republican candidate		
A slogan used by a Democratic candidate		
An editorial cartoon that relates to one of the campaign issues		
An election ad or a flyer for one of the candidates from a news source or campaign office		
Results of a public opinion poll or survey about the candidates		
The date, time, and source of a television or radio ad for one of the candidates		

Optional

Your teacher may add items that include the names of additional political parties participating in the election and their candidates and issues.

Election Scramble

Name		Date		
Dir	Directions			
Uns	Unscramble the following election-related words.			
1.	edaidnact			
2.	rpiyram			
3.	eisuss			
4.	Ineetcio			
5.	evot			
6.	hotob			
7.	edtabe			
8.	repdsinet			
9.	tapirse			
10.	psehce			

Extra!

- 1. Write a paragraph using each of the words above.
- 2. Make a poster using the words above.
- 3. Write a television ad using the words above.

Answers: candidate, primary, issues, election, vote, booth, debate, president, parties, speech.

Cast Your Vote! Turn in your vote before the polls close! Help Bobby and Betty Ballot find their way to the ballot box. Name _____



Campaigns and Elections @2007

Produced by Louisiana's Old State Capitol Museum of Political History Education Department

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